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A GUIDE FOR MONTANA SCHOOL LIBRARIES

A Manual of Basic Library Procedures for Montana Schools



1961

HARRIET MILLER

State Superintendent of Public Instruction

Helena, Montana

A GUIDE FOR MONTANA SCHOOL LIBRARIES

A Manual of Basic Library Procedures for Montana Schools

Developed by
Montana Teachers and Librarians

Approved by the
State Superintendent of Public Instruction

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Helena, Montana



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FOREWORD

The **Guide for Montana School Libraries** is the product of cooperative efforts of Montana teachers and librarians who have devoted time during the past three years to the development of a manual of procedures for the organization of school libraries.

Procedures and recommendations contained in the **Guide for Montana School Libraries** were developed by school librarians attending two workshops during the summers of 1958 and 1959, and first appeared in the Suggested Guide for School Librarians, presented in 1958 to the Montana School Library Committee and the Superintendent of Public Instruction for evaluation in Montana schools. On the basis of trial use throughout Montana, the Suggested Guide was revised and edited by members of the Montana School Library Committee, and is herewith presented as the **Guide for Montana School Libraries**, the official manual of basic library procedures for Montana schools.

Grateful appreciation is due the teachers and librarians who have participated in developing the preliminary and final editions of the **Guide**, the school boards and administrators who have encouraged and supported the work, the Montana institutions of higher learning, the Montana State Library Commission and the Montana Library Association, whose assistance and cooperation has helped make possible the **Guide for Montana School Libraries**.

HARRIET MILLER
State Superintendent of
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CONTENTS

Introduction	vii
--------------------	-----

CHAPTER	PAGE
I. School Library Services	1
II. Library Personnel	2
III. Library Quarters	3
IV. Developing the Book and Periodical Collection	5
V. Ordering Printed Materials.....	9
VI. Processing and Shelving Books.....	10
VII. Pamphlets, Clippings and Audio-Visual Materials	11
VIII. Classification and Cataloging of Library Materials	13
IX. Weeding and Discarding Books and Periodicals	16
X. Repair of Books.....	17
XI. Inventory	18
XII. Loan or Circulation System	19
XIII. Student Assistants and Library Clubs	21
XIV. Teaching the Use of the Library.....	23
XV. Library Reports	24

APPENDIX A

Basic Professional Aids for School Libraries.	25
--	----

APPENDIX B

Sample Cards	27
--------------------	----

APPENDIX C

Sample Regulations for Loan Desk Procedures To Be Followed by Student Assistants	31
---	----

INTRODUCTION

The **Guide for Montana School Libraries** describes basic procedures for setting up a new school library or for maintaining an established one. The **Guide** will help provide economy in the librarian's efforts, and assist in effective library organization. Use of this **Guide** to streamline library routines will enable librarians to devote more time to assisting school personnel and to the development of a better total library program.

The **Guide for Montana School Libraries** is consistent with the instructional aims and objectives of Montana schools, and with the Standards for Accreditation of Montana Elementary and High Schools*, the Northwest Accrediting Requirements for Secondary Schools*, and the Standards for School Library Programs of the American Library Association.** The above-mentioned standards set forth **what** is expected in school library services; the **Guide for Montana School Libraries** tells **how** to provide these services most effectively.

*Available from the State Department of Public Instruction, Helena, Montana

****Standards for School Library Programs**, published 1960, available from The American Library Association, 50 E. Huron St., Chicago 11, Illinois

I. SCHOOL LIBRARY SERVICES

Role of the Librarian

The following are the most important of the many professional responsibilities of the school librarian:

1. Developing a collection that contains a choice of the best library materials available to meet the demands of the curriculum, of pupil interests and of the extra-curricular activities of the school.
Materials in the school library should be of such content and quality that pupils will readily choose books for "free" reading without suggestion or help from someone else.
2. Helping to coordinate the instructional program under which students are taught to find library materials for themselves and to use library resources intelligently and effectively. Advising and consulting with teachers about library materials and their use will further such coordination.
3. Stimulating in pupils the desire to read, and guiding them to books that will help increase individual reading enjoyment and satisfaction and the development of critical judgment and appreciation of reading materials. Such guidance may be accomplished through assistance to individual pupils, through group guidance activities such as story hours, book displays, exhibits and discussions about books, authors and illustrators, and through coordination of library offerings with curriculum content.
4. Making the resources of the library easily accessible in order to promote optimum use.
5. Assisting pupils and teachers to locate the less obvious library materials that will provide answers to classroom or special interest questions.
6. Introducing pupils to the resources of the community library as a supplement to those of the school library as soon as possible, and cooperating with community libraries in their efforts to encourage continuing education and cultural growth.

Library Hours

The revised **Standards for Accreditation of Montana High Schools*** require that the school library shall be open for pupil and teacher use during all periods of the school day as well as immediately preceding and following regular school hours. It is advisable that the central library of an elementary school follow a similar schedule.

*Adopted by the State Board of Education, September 13, 1960

II. LIBRARY PERSONNEL

The Librarian

1. Elementary school libraries

Standards for Accreditation of Montana Elementary Schools* require that the elementary school central library be supervised by a trained librarian or, in smaller schools, by a teacher-librarian able to assist in the use of instructional materials.

2. High school libraries

Standards for Accreditation of Montana High Schools establish the following library personnel requirements:

- a. High schools of fewer than 100 pupils shall employ a part-time teacher-librarian who has a minimum of 9 quarter (6 semester) hours of professional library training.
- b. High schools of 101 to 300 pupils shall employ a part-time teacher-librarian who has a minimum of 12 quarter (8 semester) hours of professional library training.
- c. High schools of 301 to 500 pupils shall employ a part-time teacher-librarian who has a minimum of 15 quarter (10 semester) hours of professional library training.
- d. High schools of 501 or more pupils shall employ at least one full-time librarian who is a graduate of an approved library course.

Library Assistants

Student assistants may provide limited service to the library in return for training. However, such volunteer help should never be exploited. If, after the student has been trained, he replaces paid clerical assistance, he should be paid. (See Chapter XIII, Student Assistants and Library Clubs.) In schools where library assistants are necessary, proper allowance for their compensation need be made in the library budget.

Professional Library Training Available in Montana

Library instruction is available at Montana State University, Montana State College, Eastern Montana College of Education, Western Montana College of Education and Northern Montana College.

State Library Association

Teacher-librarians are welcomed as members of the Montana State Library Association, and its Division of School Librarians. For names of current officers of the Association, write to Montana State Library Commission, South Avenue and Middlesex, Missoula, Montana.

*Adopted by the State Board of Education, July 13, 1959; revised August 15, 1961

III. LIBRARY QUARTERS

Location in the School

All senior and junior high schools should have a separate, central, school library; elementary schools should have both a central library and classroom libraries supplemented by classroom collections of short or long-term loans from the central collection. In so far as possible, the high school library and the central library of the elementary school should be easily accessible, centrally located in the school building, close to the study hall and removed from noisy areas such as school shops and the music department.

Size of the Library

Library quarters should be large enough to adequately house the library's collection of materials and to provide for the effective and convenient use of such materials. **Standards for Accreditation of Montana Elementary Schools** state that the elementary school central library should provide space for thirty (30) pupils. It is recommended that a high school library be of sufficient size to accommodate ten to twenty-five per cent (10-25%) of the school's enrollment for any given period. The recommended amount of floor space per reader is twenty-five to thirty (25-30) square feet.

Recommended Library Areas

The library should include a reading room or reading area for the use of its patrons, a work room or work area (equipped with running water and electric outlets) for the processing of materials, and storage space. A conference room is also recommended for larger libraries.

Appearance, Lighting and Ventilation

The library should be inviting and attractive, well-ventilated and well-lighted. Good lighting is of paramount importance especially in the reading areas. Cleanliness and neatness, the use of cupboards rather than shelves for storage, effective furniture arrangement and the judicious use of color in the walls, floor coverings and furnishings contribute to the attractiveness of the library. Growing plants, colorful pictures, displays and art objects add eye-appeal.

Arrangement of Quarters

In order that books may be checked out and returned with the greatest ease and convenience, a library is best served by one exit with the charging desk or circulation counter near that exit. The charging desk and the reading, work and storage areas should be arranged so that the librarian can at all times give necessary supervision to the pupils using the library and to student assistants working there.

Arrangement of Furniture, Equipment, Supplies and Materials

Library furniture, equipment, supplies and materials should be arranged to provide to pupils and teachers maximum accessibility of library materials, and to afford to the librarian and library assistants the greatest convenience in carrying out their duties.

Placement of Special Materials

The reference section should be located for maximum convenience of its users and arranged to encourage the habit of personal inquiry. It should provide ready access for quick reference, as well as facilities for collateral reading and research. Proper storage and filing space should be provided for current and back issues of magazines. The **Readers' Guide to Periodical Literature** (see Appendix A) should be shelved near the stacks of back issues of publications listed therein, and should be easily accessible. The vertical files, or files containing clippings, pamphlets, maps, pictures, etc., and any materials requiring supervised use should be placed near the librarian's desk.

Book Shelves

1. Lighting

Book shelves should be well lighted.

2. Shelving space

The aisles between book shelves should be wide enough to permit easy access to the books. To estimate shelf space, allow for approximately eight standard-sized books per linear foot. For ease in removing and reshelving books, shelves should be about two-thirds filled.

3. Height, depth and spacing of shelves

Shelves should be within easy reach, with all books shelved so that they are readily visible. All shelves should be adjustable. Books should be kept upright by the proper spacing of the adjustable shelves and the use of book supports. Footstools should be provided for convenience in using books on the upper and lower shelves.

Recommended heights and depths of open wall shelving are:

a. Case

Base measurement 4 to 8 inches
Cornice measurement . . . 2 to 3 inches

c. Overall height of cases

Elementary schools 5 to 6 feet
Junior high schools..... 6 feet
Senior high schools..... 6 to 7 feet
Work and storage areas .. 7 to 8 feet

b. Shelves

Thickness of shelf at least $\frac{7}{8}$ inch
Open space between shelves... 10 inches

d. Length of shelf between uprights 3 feet

e. Depth of shelf

Standard 8 to 10 inches
Oversized books and
magazine storage..... 12 to 14 inches

Card Catalog

The card catalog should be conveniently located in the reading room and placed so that the trays can be used readily by the greatest number of library patrons. Since library cards are precision cut in centimeters, catalog cases specially manufactured to hold such cards should always be purchased. Such cases, equipped with rods to hold the cards in place, are available from library supply firms. Preferably a standard sectional case should be ordered so that additional sections may be added as the collection grows.

Tables and Chairs

Tables and chairs should be available both for people using reference materials and those selecting recreational materials. Chairs that are sturdy in design and that encourage proper posture are desirable.

Recommended table and chair sizes are:

	Height	TABLES			CHAIRS
		Width	Length	(Round Table) Diameter	Height
Elementary library	24-26"	30-36"	5'-6'6"	4'-5'	14-16"
Junior high library.....	27"	30-36"	5'-6'6"	4'	17"
Senior high library.....	28-30"	30-36"	5'-6'6"	4'	17"

Classroom Libraries

Classroom libraries, or library areas in classrooms, should have adequate shelving and reading tables and be neat, well-lighted and attractive.

IV. DEVELOPING THE BOOK AND PERIODICAL COLLECTION

Importance of Careful Book Selection

Careful book selection, supplemented by judicious weeding, is a necessity for the establishment and maintenance of a functional book collection—a collection that contain the best books available with regard to both content and presentation, and that is well-balanced in coverage of subjects, types of material and variety of content.

Faculty and Student Cooperation

Teacher and student cooperation should be solicited in developing the book collection. However, in general, titles should not be ordered unless the librarian has ascertained that said titles are included in one of the standard book selection aids, or appear on a recommended list.

Book Selection Aids

Basic professional book selection aids are listed in Appendix A. Titles that appear in these aids and on recommended lists have been professionally evaluated in comparison with other available material. The basic professional aids and lists are therefore approved by the State Superintendent of Public Instruction as basic guides for the purchase of individual titles. The aids and recommended lists may also serve to suggest various subjects and types of books which should be included in a balanced library collection. Publishers' lists are no substitute for these standard aids and professional lists.

Minimum Size of the Book Collection

1. Elementary school libraries

The minimum requirements for an elementary school central library as set forth in the **Standards for Accreditation of Montana Elementary Schools** are:

- a. Schools with fewer than eight teachers 700 recommended books
- b. Schools with eight teachers 1,000 recommended books
- c. Schools with more than eight teachers an additional three volumes per pupil

Recommended books are defined as those selected from the American Library Association **Basic Book Collection** series or the **Children's Catalog** (see Appendix A) and other approved lists.

2. High school libraries

The minimum number of titles and volumes, exclusive of government documents and textbooks, required by enrollment categories as set forth in the **Standards for the Accreditation of Montana High Schools** is:

- a. 100 or fewer pupils 1,000 volumes including 800 titles
- b. 101-300 pupils 1,500 volumes including 1,200 titles
- c. 301-500 pupils 2,500 volumes including 2,000 titles
- d. 501-1,000 pupils 4,000 volumes including 3,000 titles
- e. Over 1,000 pupils 6,000 volumes including 3,000 titles

Balancing the School Library Collection

1. Scope of the collection

The school library collection should contain material related to the curriculum, to the extra-curricular activities of the school and to the personal interests of the pupils. It should include books to supplement curriculum offerings in all fields; books to aid in developing programs of the various clubs promoted by the school; books helpful in planning auditorium programs, athletic events, school social affairs; books on hobbies, leisure-time activities, guidance, occupations and colleges; and both non-fiction and imaginative writings for recreational reading.

2. Elementary school library collections

Standards for Accreditation of Montana Elementary Schools state that the elementary school central library should include books and periodicals, appropriate to the ages of the pupils to be served, in the following areas: social studies, science, conservation, fiction, biography and the fine arts.

3. High school library collections

Standards for Accreditation of Montana High Schools require that junior and senior high school library collections include a balanced distribution of titles in all classifications, of which not more than twenty per cent (20%) of the total number of titles shall be fiction.

4. Basis for apportionment

Apportionment between subject classes and types of materials shall be based on that of the standard aids (see Appendix A), modified in the light of the special needs of the individual library and its users. The aids are especially helpful in aiding the librarian guard against over-emphasis in one field to the neglect of another. In modifying recommended apportionment, the librarian should be guided by curriculum requirements and faculty requests, by the ages, interests and recreational needs of the students, and by community interests.

5. Recreational reading

In the selection of materials for recreational reading, care must be taken to represent a great variety of interests, to include books for the reluctant as well as the avid readers at each grade level and to maintain a balance between the new and the old, standard and up-to-date titles. In selecting standard titles, the recommendations of the professional aids should be carefully checked to assure the purchase of attractive, readable, unabridged editions that are well illustrated, with wide margins and good-sized print. It is recommended that all books for recreational reading be ordered in library editions when these are available.

6. Reference collection

a. Definition

The "reference collection" is a group of books selected especially to answer questions which arise as part of the school work or as a result of pupil interest. The answering of reference questions need not, however, be confined to the use of the "reference collection"; all library materials should be used for reference work as the need arises.

b. Scope of the reference collection

The reference collection of any school library should include an unabridged dictionary, several abridged dictionaries, encyclopedia for an appropriate age level with copyright date within the last five years, an almanac, an atlas, a biographical dictionary and periodicals. The latter are discussed in section 7 below. The book selection aids listed in Appendix A include recommendations for additional reference materials. Among the more useful of these are specialized dictionaries, year books and handbooks, short story, play and poetry indices, and books of quotation. **Standards for the Accreditation of Montana Elementary Schools** require that in addition to the reference material in the central library, there should be a set of approved, up-to-date encyclopedia, of appropriate maturity level, in each classroom above the third grade and at least one "classroom" dictionary for every two pupils in grades 4 through 8.

c. Selection of reference material

Consultation of professional aids is imperative in the selection of reference materials because mistakes in this field are apt to be very expensive. **Subscription Books Bulletin**, found on the front page of every few issues of the American Library Association **Booklist** (see Appendix A) contains recommendations based on detailed evaluative criteria and is especially helpful in choosing reference books.

Standards for the Accreditation of Montana Elementary Schools require that encyclopedia selected must be among those approved by the American Library Association.

7. Periodicals

a. Scope of the periodical collection in the elementary school library

Standards for Accreditation of Montana Elementary Schools state that the periodical collection of the central library should include periodicals of appropriate age level containing, in so far as possible, material in the following areas: social studies, science, conservation, fiction, biography and the fine arts; and that each classroom library shall include a minimum of two "children's" periodicals, of appropriate age level.

b. Scope and size of the periodical collection in the high school library

In addition to general and literary, or book-reviewing, periodicals, high school library collections should contain special periodicals selected to represent, as nearly as possible, all subject areas, including: fine arts, homemaking, national and world affairs, science, sports and hobbies, technology and travel. **The Readers' Guide to Periodical Literature** or the **Abridged Readers' Guide** is required as standard equipment for such libraries by the **Standards for Accreditation of Montana High Schools**. The number of approved periodicals for pupil use, by enrollment categories, as required by the standards, is, in addition to newspapers:

(1) 100 or fewer pupils	10 periodicals
(2) 101-300 pupils	15 periodicals
(3) 301-500 pupils	20 periodicals
(4) 501-1,000 pupils	30 periodicals
(5) Over 1,000 pupils	40 periodicals

c. Selection of periodicals

Magazines are a primary source of information about current events, and should be selected as carefully as books. The periodical collection should be sufficiently varied to meet the needs of the curriculum and the non-academic interests of the students. The American Library Association **Basic Book Collection** series lists recommended magazines. Periodicals chosen to meet minimum requirements for high school libraries (see above) must be those included in the **Abridged Readers' Guide to Periodical Literature**. In accordance with accreditation standards, a list of all periodicals provided for the school library shall be submitted with the annual report to the Department of Public Instruction.

8. Newspapers

Standards for Accreditation of Montana High Schools require that the high school library shall receive one or more daily metropolitan newspapers and one or more local newspapers.

It is advisable that the central library of an elementary school receive at least one daily newspaper.

9. "Sets" and "series"

Professional evaluation of entire "sets" and "series" of books is usually not available because the separate titles included frequently vary widely in quality. No consideration should be given to the purchase of "sets" or "series" unless they:

- Serve the age level of the pupils
- Duplicate no titles already in the collection
- Include no materials of limited usefulness
- Require no subscription to any part of the works before publication, and
- Have a professional review available for all the titles included.

10. Books of definite local-reference appeal

Owing to the limited appeal of books with a definitely local frame of reference, reviews are frequently unavailable for these books. However, some such books obviously belong in the local school library. In selecting such books, the school librarian must be guided by local needs and by the recommendations of people acquainted with the books or their authors. The Montana State Library Commission compiles and frequently revises selected lists of Montana books.

11. Gifts

Gifts to the library should be encouraged, but accepted only if they are approved by the librarian and meet the standards used for the selection of materials purchased. Free, unsolicited materials should be critically reviewed before being added to the library collection.

Budgeting for the Book and Periodical Collection

1. Elementary school libraries

The minimum annual expenditure for library materials, exclusive of textbooks and encyclopedia, required for elementary school libraries is set by accreditation standards at \$30.00 per year per teacher, plus \$1.50 per year per pupil up to 200 enrollment, or \$1.00 per year per pupil, over 200 enrollment.

2. High school libraries

The minimum annual library expenditure for books and periodicals, including repairs and bindings, for high schools in the following enrollment categories is stated in the afore-mentioned accreditation standards as:

- | | |
|--------------------------------|--|
| a. Fewer than 100 pupils | \$400.00 |
| b. 101-300 pupils | \$400.00 or \$2.50 per pupil, whichever is greater |
| c. 301-500 pupils | \$750.00 or \$2.00 per pupil, whichever is greater |
| d. 501 or more pupils | \$1,000.00 or \$1.50 per pupil, whichever is greater |

3. Limitations on purchases of periodicals

It is recommended that the cost of all periodicals should not exceed more than ten to fifteen per cent (10-15%) of the budget. The budget should not include department or professional magazines. Purchases of these items should be provided for elsewhere.

4. Budget allotments for reference materials

In general, reference materials are more expensive than recreational reading materials and are not as readily available from sources supplemental to the school library (sources such as the home or the collection of a neighboring public library). Therefore a sufficient portion of the library budget, especially the budget of a small or newly organized library with limited funds, should be devoted to the acquisition of reference materials.

V. ORDERING PRINTED MATERIALS

Ordering, a Continuous Process

Ordering should be a continuous process to be worked at all year, regardless of when the actual ordering is done. A running card file of suggested titles kept throughout the year is of great help when the time comes to compile the final order.

Order Cards

Standard order cards, available from library supply companies, or mimeographed forms may be distributed to teachers and administrators for their use in suggesting books to be ordered. Order cards are also of use, together with the invoice, in checking the receipt of books. A sample order card is illustrated in Appendix B (see sample card No. 1).

Book Jobbers

Book jobbers handle books from all publishers. Sending one order for books simplifies bookkeeping and allows the best over-all discount. Names of reliable jobbers may be obtained from the State Library Commission. Since policies vary, it is usually desirable to ask several jobbers to state terms (rate of discount and payment of shipping charges) on the size of order anticipated. If special services, such as reinforced binding, are wanted, additional costs should be checked before ordering.

Form of Book Order

For efficient service, a book order should clearly specify the number of copies, author's name, publisher, copyright date or edition, and price of each desired item; preferably, the book order should be submitted with the desired books listed in alphabetical sequence by the author's name.

Ordering Newspapers and Periodicals

Newspapers are ordered direct from the individual publisher. Periodicals may be ordered at a discount through a subscription agency. Ordering periodicals through an agency has the advantage of simplifying bookkeeping and of insuring that all subscriptions fall due at the same time. Names of reliable subscription agencies may be obtained from the State Library Commission.

Petty Cash Fund

A petty cash fund should be made available to the librarian so that he may purchase inexpensive pamphlets and other inexpensive material of value to the library collection as it comes to his attention.

VI. PROCESSING AND SHELVING BOOKS

Initial Processing of Books

After book shipments have been checked against the invoice and order cards, individual books should be opened carefully to insure long wear, and stamped with ownership identification, preferably on the edge of the book so that the identification cannot be erased.

Second Phase of Book Processing

1. Book cards, pockets and date-due slips

All books for loan from the library should be equipped with a book card, book pocket and date-due slip. After a book has been classified and cataloged (see Chapter VIII), book cards and pockets should be typed using the same form and spacing as that of catalog cards and including: classification number, author, title and copy number. The book pocket is then pasted in the center of the front fly leaf with "date-due" slip pasted above.

2. Classification number

The classification number or author letter should be marked in uniform lettering on the spine of the book at a specified distance from the bottom.

3. Plastic book covers or shellac covering

It is advisable that the book jacket, covered with a plastic book cover, be left on the book to add color to the shelves and, by increasing the wearing qualities of the book, to save mending time and prolong the life of the book. Plastic covers can be purchased from any library supply house. Directions for applying the covers accompany them. The classification number of the book can be applied to the jacket on adhesive white tape or on stencil tape that has been marked with an electric stylus. If a book has no jacket, its binding may be protected with clear plastic spray or shellac.

Shelving

Each shelf should be filled only about two-thirds full to insure ease of using the books. Books should be kept upright on the shelves by the use of book supports. Non-fiction books are placed from left to right on the shelves in numerical order of their classification numbers. Books that have the same number are shelved alphabetically by the author's surname. In some large libraries, the first letter or first two letters of the author's name is marked on the spine of the book just below the classification number. Biographies are arranged alphabetically by biographee rather than by author. Books of fiction which bear no classification number are shelved first alphabetically by author and second by title. Collections of short stories are best shelved together in the school library and, like individual works of fiction, they are arranged alphabetically by the author's or editor's surname.

VII. PAMPHLETS, CLIPPINGS AND AUDIO-VISUAL MATERIALS

The "Vertical File"

The vertical file is an information file of free and inexpensive curriculum-related material arranged alphabetically by subject. It includes clippings, pamphlets, brochures, maps, charts and pictures.

Purpose of the Vertical File

Information in vertical-file materials supplements that in expensive reference books. For a number of subjects, vertical-file materials are the only source of information available; this is especially true with regard to local history and up-to-date information on current problems. These materials are also of use in making library or classroom displays to stimulate pupil interest.

Separate Picture File

The vertical file may include pictures but many teachers prefer to keep pictures in a separate picture file.

Source of Materials

All pamphlets that come to the attention of the librarian, or printed material that can be clipped, form possible sources of suitable vertical-file material. The most obvious of such sources are magazines, newspapers, posters, book jackets, pictures in discarded books, and advertising matter such as circulars and catalogs. Government agencies, pamphlet service bureaus, art-printing companies, manufacturers and publishing companies are also sources for pamphlets and pictures.

Selection of Material

The vertical file collection should be developed carefully and systematically. Inclusion of all materials that happen to come to hand results in a hindrance to effective use of vertical-file materials. Free, unsolicited material should be carefully scanned and the point of view it presents, evaluated before the material is included in the vertical file. Purchases should be carefully considered since the continual purchase of inexpensive pamphlets can result in large expenditures. All pamphlets should be brief, readable and timely and should be selected to fill a definite need. Pictures should be artistically sound, and of a practical size, and should illustrate clearly the factual information needed.

Care of Vertical File Materials

It is preferable to keep vertical-file materials or pictures in a cabinet or drawer, 10½ x 15 x 24 inches. The preparation process for vertical-file materials should include the following steps:

1. Indication on each item of the source and date acquired
2. Assignment of subject headings

The **Readers' Guide to Periodical Literature**, **Children's Catalog**, and **Standard Catalog for High School Libraries** are good sources for standard headings suitable for vertical-file materials. It is well to indicate such headings on each item. The usual practice is to underline appropriate, obvious words in a title, or to write the heading on the upper left-hand corner.

3. Mounting of pictures

Only those pictures that are to be used in classwork or that need protection for other reasons, need be mounted. Heavy construction paper or cardboard, size 7 x 10 or 9½ x 13, makes satisfactory school library picture mountings.

4. Stamping semi-permanent material, i.e., more important pamphlets and pictures, to indicate school ownership
5. Listing of subject headings

It is desirable to keep a list, preferably on cards, for each subject included in the file. These cards may be filed in the regular card catalog (see Chapter VIII).

Audio-visual Materials Other Than Pictures

1. Scope of such collections

School audio-visual materials include in addition to pictures, film, filmstrips, slides, tapes and disk recordings, and specialized graphic materials, maps, globes, and other three-dimensional objects.

2. Selection of audio-visual materials

The primary responsibility of the teacher with reference to this material is helping with its selection. Aids to selection are listed in Appendix A. In addition to consulting the listings therein, teachers and librarians should be familiar with film available for loan from the State Film Library. These films are listed in the Montana Educational Film Directory; direct inquiries to State Department of Public Instruction, Helena, Montana.

3. Housing and care

Schools which have extensive collections of audio-visual material usually house them in a room especially planned for the purpose, where temperature and humidity can be controlled to some extent. In schools with limited holdings, audio-visual material described above is apt to be housed in the library in especially designed shelves and drawers. Even when such material is housed elsewhere, it is desirable that information about it be available in the library. (See Chapter VIII for cataloging of such material.) The care of audio-visual "equipment", as distinguished from materials, should be the obligation of someone skilled in mechanics and not that of the librarian.

VIII. CLASSIFICATION AND CATALOGING OF LIBRARY MATERIALS

Classification Process

1. Definition

The classification of books in a library should be based on a standard classification system that provides a systematic arrangement of book subjects from which the librarian may obtain a classification number for each non-fiction book in the collection. The system in general use in libraries in the United States is the Dewey Decimal Classification system.

2. Sources for classification numbers

Dewey Decimal Classification numbers are included on printed cards (see below) and are assigned to books recommended in the professional aids listed in Appendix A. The assigned numbers can be used by school librarians for recommended books in school library collections. However, it is recommended that the library own a copy of the **Abridged Decimal Classification and Relative Index** (see Appendix A), in order to understand and apply the system and to classify those books not listed in the aids. In the elementary school library with a small collection and no trained librarian, books may be systematically arranged with all books on one subject filed together, but without the assignment of formal classification numbers.

Cataloging

1. Definition

The cataloging of books in a library entails making a record of the holdings of the library in the form of a bibliographic description of the individual titles, sufficiently detailed that such titles can be readily distinguished from one another.

2. Card catalog

Library cataloging is done on cards. The catalog cards list and describe all books in the collection in one alphabet by author, title and subject. The classification number as well as the bibliographic description of each book is given on these cards. The card catalog thus serves as an index to the contents of the library.

3. Use of printed cards

Cataloging is a highly technical process and it is not possible within the scope of this manual to give adequate instructions for even the most simple type of cataloging of an entire library collection. Teacher-librarians who have not had a course in library cataloging should arrange to purchase printed H. W. Wilson cards described below. Other librarians will find it advisable to purchase such cards for most books in the collection since printed cards assure accurate classification and cataloging suited to school library needs, and save valuable time.

4. Typed catalog cards

If Wilson cards are not available for a book, cards should be typed to conform in spacing and arrangement to the Wilson cards. One basic form (the unit card) should be used in making all the cards for a book. The unit card is the main entry card (usually the author card). The specific information which distinguishes all other cards (title card, subject cards, etc.) from the main entry card is added above the top line on the unit card. Samples of various types of cards are illustrated in Appendix B (see sample cards No. 2-10).

5. Sources for catalog information

Complete information (classification number, author, title, subject headings, contents summary) which should appear in the card catalog is included in the **Standard Catalog for High School Libraries** or the **Children's Catalog** for all books listed therein.

6. Filing of catalog cards

The standard procedure for filing catalog cards is to arrange all cards in alphabetical order by the first word on the top line (disregarding the article "a" or "the") and to follow letter by letter to

the end of the word and then word by word. The dictionary sections of the **Children's Catalog** and the **Standard Catalog for High School Libraries** are arranged in this manner and may be used as filing aids.

The following rules should be adhered to:

- a. The basic rule for word by word filing is often expressed in the phrase "Nothing comes before something."

Example:

A.E., pseud	Air
Addams, E. H.	Air Mail
Addams, Edith	Aircraft Handbook

- b. Abbreviations are arranged as if spelled in full, except Dr., Mr., and Mrs.

Example:

M' and Mc as if spelled Mac	St. as if spelled Saint
-----------------------------	-------------------------

- c. Numbers in titles of books are alphabetized as if the word were spelled in full.

Shelf List

The shelf list is the business record of the book collection. It contains a card for each title. These cards contain the classification number and bibliographic description of the book, and in addition contain information as to the number of copies, price and source. Shelf list cards are arranged in the same order in which books are placed on the shelves. Shelf list cards are used for taking inventory and serve as a record upon which the development of a balanced book collection is based. Sample shelf list cards are illustrated in Appendix B (see sample cards No. 11-12).

Tracing

"Tracing" is the technical term for a listing of all cards, in addition to the main entry card, made for each book. It is necessary to have such a listing when any changes need be made on the catalog cards or when the last copy of any title is discarded and the catalog card needs to be removed from the catalog. The general practice is to indicate in the tracing whether a title card has been made and to list the subject headings for all subject cards and the first word or first two words for other cards, such as those for composers in the case of cards for recordings. Tracing is added either to the main entry card or the shelf list card. Printed Wilson cards list tracings on the main entry card. If desired, these can be copied onto the shelf list card. Tracing is illustrated on sample card No. 11 in Appendix B.

H. W. Wilson Printed Catalog Cards

1. Availability

Printed catalog cards, complete with classification numbers, may be ordered from the H. W. Wilson Company, 950 University Avenue, New York 52, New York, for a large proportion of the books in the average school library collection. The Wilson Company will supply a free checklist of cards available. A number of professional book selection aids designate through the use of the symbol (W) that Wilson cards are available for certain books listed in the aid.

2. How ordered

Wilson cards are sold in sets (one set for each book), consisting of cards for author, subjects, title and shelf list. Sets of cards may be ordered with or without classification number or subject headings printed at the top of the cards. Cards ordered with numbers and headings save time and work. Preferably, orders for card sets should be compiled alphabetically by the author and title of the books for which cards have been requested. An extra charge is made for lists not arranged alphabetically and for orders containing titles not listed in checklists or marked (W) in the professional aids.

3. Price

Since Wilson card prices and services vary slightly from time to time, librarians are advised to consult directly with the H. W. Wilson Company for a description of the current card prices and

Wilson services. In correspondence with the Wilson Company, it is advisable to mention the size of the school and the school library, as Wilson services are often adjusted to the size of the library. Approximate cost of H. W. Wilson cards is twenty cents for the first set of cards ordered and ten cents for each additional set in the same order. Wilson services include varying payment plans, such as coupon payment, quarterly billing, etc. The best plan for an individual school can be ascertained upon direct inquiry to the H. W. Wilson Company.

Cataloging and Checking Periodicals

Usually periodicals are not cataloged unless they are bound. The binding of periodicals is not recommended for a school library. Single issues can be more readily used by a greater number of students and are more easily clipped and discarded when they are no longer useful. A listing of all periodical titles received by the library should be kept on periodical cards, obtainable from a library supply house, and the receipt of individual copies should be noted on the cards.

Cataloging Vertical File Materials

There is some merit in filing in the card catalog separate cards for each subject included in the vertical file. Preferably, such cards should be on colored stock and should indicate that "material on this subject is to be found in the vertical file". The form of these cards should conform as closely as possible to other subject cards in the catalog. Similar cards may be made for subjects included in the picture file. If all material on one subject is discarded, cards for that subject must be taken from the catalog.

Cataloging Audio-visual Materials

1. Separate card list or regular catalog

Audio-visual materials owned by the school may be filed in the library or may be housed elsewhere in the school. Wherever they are housed, information about them should be available in the library. A separate list on cards may be kept; or appropriate cards, preferably on colored stock, may be filed in the regular card catalog and shelf list. The latter method has the advantage of bringing together in one index reference to all materials in the library on a given subject.

2. Arrangement of materials

Audio-visual materials may be arranged by type in numerical sequence as received, or according to the Dewey Decimal Classification system. The former system is usually considered desirable for recordings, the latter for other types of materials. Both the classification number and that indicating the numerical sequence of the item should be preceded by a symbol indicating its type, and therefore its location, as follows:

F—film	SL—slides
FS—filmstrips	ST—stereographs
MA—maps	T—transcriptions
RE—records	TA—tapes

3. Types of cards

For most audio-visual material the title card is the main entry card. Slides and stereographs that are part of a unit are entered under the title of the unit. For recordings and transcriptions, the main entry card may be the title card, in which case additional cards may be made identifying narrators, conductors, composers, types of composition recorded, authors, etc.; or the main entry card may be the author or composer card. Samples of cards for audio-visual materials are illustrated in Appendix B (see sample cards No. 10, 12).

IX. WEEDING AND DISCARDING BOOKS AND PERIODICALS

Purpose

Undesirable and worn-out books should be discarded. Such books take up valuable space on crowded library shelves; they detract from the attractiveness of the total book collection; and they may be a source of misinformation to students and a factor in keeping students from reading more inspiring, worthwhile books or books better suited to their needs.

Criteria for Discarding Books

Usefulness and amount of use should be the criteria in deciding whether or not to discard books. The standard professional book selection aids and book lists should be used as a guide for weeding and discarding, but local needs and current local library resources need to be taken into consideration.

In general, the librarian should discard:

1. Books too badly worn to be mended or used. No book on local history should be discarded, no matter what its condition, unless the librarian knows the book can be replaced. The State Library Commission can advise about rare or valuable books.
2. Books with discolored paper or too fine print. Readable, attractive editions of classics are available to take the place of the unsuitable, unattractive ones.
3. Out-dated books. If the copyright date is old and the book has not circulated for a long time, it should be discarded. Science and social studies books more than five years old are apt to be obsolete. If there is doubt about the usefulness of a particular book, a teacher in the subject field of the book in question should be consulted and a recommended list checked to see if the book has been replaced by newer materials.
4. Books too difficult or too easy for prospective readers.
5. Textbooks, unless useful for reference or as part of a supplementary textbook collection.
6. Sets of out-dated books.
7. Books of mediocre content.

Disposal of Discarded Books

Books to be discarded should usually be destroyed. Books burn more easily if torn apart. Books that would be useful to a library serving a different grade level, however, should be offered to such a library. When this is done, all traces of identification should be removed from the proffered books.

Records of Discarded Books

When a book is discarded, this fact should be noted on the shelf list card. If there is no other copy of the book in the library, the cards for the discarded book should be removed from the card catalog (The tracing on the shelf list or main entry catalog card is useful in removal of cards.) An annual record of discarded books should be part of the inventory record. (See Chapter XI.)

Back Copies of Periodicals

A complete file should be kept of back issues of only those magazines listed in the library's periodical index. Such complete files should be maintained only if they meet known needs of students and faculty; back issue files are generally kept for a period not longer than five years. Materials from back issues of periodicals may be clipped for the vertical file.

X. REPAIR OF BOOKS

Purpose

The librarian must exercise continual vigilance to see that the book collection is kept in good physical repair. Dirty, ragged books with torn pages are uninviting, and do not stimulate spontaneous use by students. Unlettered, spineless books are difficult to shelve or to find when needed. They contribute to disorder and inefficient service. Minor tears and breaks can quickly develop into major ones; loose backs lead to loose pages; loose pages soon become missing pages; and missing pages usually render a volume useless for the purpose for which it is read or consulted.

Checking Books for Mending

Books can most easily be checked for needed repairs at the time they are returned to the loan desk. Those in poor physical condition should be segregated into three categories:

1. Books to be discarded. These are discussed in Chapter IX.
2. Books to be sent to the bindery. These should include only truly valuable books that receive hard, continuous wear and that cannot be replaced in prebound editions for less than the binder's price, and/or expensive books that cannot be replaced at all. Names of reliable bindery companies may be obtained from the State Library Commission.
3. Books to be mended. In deciding what books are to be mended, the librarian must keep in mind the availability of labor and the cost of such labor in relation to the cost of replacing the books, and the effect of the mending process on the physical attractiveness of the books.

The Mending Process

For the most part, library mending should be confined to very simple repairs that can be handled by a high school student after proper instruction and with supervision. Such repairs can be quickly accomplished with recently developed glues and plastic adhesives which make earlier, time-consuming mending procedures obsolete. Every library supply house furnishes free pamphlets with detailed instructions and diagrams describing new approved mending procedures.

XI. INVENTORY

Purpose

A book inventory is necessary for replacement purposes, for determining which books have been lost, strayed or stolen and, in some instances, for insurance purposes.

Frequency

The inventory should be taken at least once a year. It can be scheduled at a stated period or divided according to the classification system and conducted on a continuous basis throughout the year.

Method

Regardless of the time at which inventory is scheduled and taken, the shelf list is the basis for taking it. The process is made easier if the shelves are first read to be sure all books are in order. The cards in the shelf list and the copy numbers they bear are then carefully compared with the books or other material on the shelves and with cards in the charging tray, which identify the materials in circulation, in special collections, at the bindery, etc. Books in poor condition should be removed from the shelves for mending, binding or discarding. If a book cannot be located, a note should be made on the shelf list card indicating that the book is missing in inventory, the date, and whether the book is to be replaced.

Inventory Follow-up

If a missing book is to be replaced, a card should be filed in the order card file. If no replacement is to be made and the book is a last copy, and if after recheck the book can still not be located, the shelf list card for that book should be filed in a separate withdrawn file (as a record of lost books); catalog cards for the book, as indicated by tracing on the shelf list card or main entry catalog card, should be taken from the card catalog. A similar procedure should be followed for discarded books.

Inventory Record

An annual inventory record should be maintained and should include:

1. Number of books by Dewey classification at the beginning of the year.
2. Number of additions to each classification during the year.
3. Number of books lost and discarded by classification during the year.
4. Total number of books by class currently owned by the library.

A card bearing this information, together with a card explaining all abbreviations used in taking inventory, should be filed at the front of the first drawer in the shelf list. A sample inventory card is illustrated in Appendix B (see sample card No. 13).

XII. LOAN OR CIRCULATION SYSTEM

Definition

The loan or circulation system, or "charging system", is the method for keeping track of books on loan to individuals or groups.

Loan or Circulation Desk Routine and Policies

Most of the loan desk duties of a school library must be performed by student assistants, carefully chosen and carefully supervised. For this reason, it is very important that definite policies be formulated and followed, and simple routines established. Policies should include a consideration of which materials should circulate and for what length of time; whether materials should circulate to both students and teachers; whether the loan period should be the same for both teachers and students; what, if any, fines should be charged for various types of overdue material; what charges should be made for lost or damaged material.

Circulation routines should provide for the recording and filing of cards, which represent material circulated each day, in such a way that the cards may be easily consulted on demand. Each transaction should be recorded in a uniform manner. Circulation routines should be clearly and succinctly stated in a manual available to student assistants. A sample set of simple loan regulations, suitable for inclusion in such a manual, is given in Appendix C.

Reserve Books

When a teacher wishes to make a class assignment to a special group of books, she usually requests that they be placed on "reserve". It is suggested that teachers be supplied with a standard form, specifying author, title and classification number for non-fiction books, for the submission of reserve request lists.

The use of reserve books by students is usually restricted to one period in the library during the day and overnight home use. An effective procedure for handling reserve books is given as part of the student assistant regulations in Appendix C.

Short-term Loans and Loan of Reference Books

Sometimes a special demand for specific individual titles requires that as many readers as possible have access to them within a stated period. On such books the loan period may be temporarily restricted. Books in the reference collection are usually not circulated. Occasionally, however, the librarian may wish to circulate them to classrooms and under special circumstances, to students for overnight use.

Classroom Collections

A classroom collection is a group of books and other materials borrowed from the library by a teacher. The purpose of such collections in upper grades and in schools that have a well-organized, accessible central library, is to supplement teacher's textbooks, reference material and reserve books while a specific unit of study is in progress. Use of the classroom collection is usually limited to the classroom.

The purpose of classroom collections in the lower grades and in schools where the central library is not well organized is to make reading materials readily accessible. Such collections are circulated

from the classroom for home use. When this is done, the books are supplied with temporary duplicate book cards, preferably on colored stock, to be used for such circulation while the regular card charged to the teacher remains in the library. The **Standards for Accreditation of Montana Elementary Schools** stipulate that books in this more general type of classroom collection shall be:

- representative of a range of interest and maturity level appropriate to the needs of the pupils;
- selected through cooperative endeavor of librarian and teachers, and consistent with the nature of the curriculum and changed as the reading interests, levels and units of the classroom change;
- presented in an attractive and frequently-changed display;
- returned to the central library when not in use in the room libraries.

Circulation Statistics

While detailed circulation statistics need not be kept in a school library, some record of circulation is helpful. A count is usually made each day of cards representing material in circulation. For convenience, the daily count is recorded on a daily-circulation-slip form available from library supply houses. A supply of these forms should be kept at the loan desk, and the figures later transferred to a permanent circulation record. Minimum statistics consist of a simple record of fiction books, non-fiction books and non-book materials circulated. Non-book materials may be separated into audio-visual materials, magazines, pictures and vertical-file materials; non-fiction books may be recorded by classes.

XIII. STUDENT ASSISTANTS AND LIBRARY CLUBS

Library Student Assistant Program

A library student assistant program should provide both service to the school and training for the student. An enthusiastic group of library helpers, carefully chosen, is an invaluable means of developing student interest in the school library. The duties these assistants perform can be of very concrete help to the library in carrying out its program. Their services, however, are not free. While students are learning, they must be taught and their work must be carefully supervised. As noted in Chapter 11, if, after a student has been trained, he replaces paid clerical assistance, he should be reimbursed for his service. Library skill training and the development of desirable personal qualities should constitute a part of the guidance or co-curricular program of the school, as well as being the responsibility of the school librarian.

Student Assistant Services

The librarian should set student tasks which apply to the needs of the library and which develop the student's individual capabilities, and should rotate these tasks so that each student may learn as much as possible during the school year and acquire well-rounded concepts of library service. The most obvious task, in the high school library, is that of the routine work of desk duty. Students' training should also include: library housekeeping; mechanical preparation of materials, mending, care of periodicals and newspapers; publicity work; clerical duties for those who can type; and, for advanced students, simple reference work and assistance with cataloging and order work. A brief but clear set of directions should be prepared for all procedures that are to be assigned to high school student assistants. (See Appendix C.)

In elementary schools, the student assistant program is less formal. It usually consists of a library committee for each class group with responsibility centered around good citizenship practices in the library, assistance in charging books, shelving books and helping fellow pupils use materials more readily.

Role of Library Clubs

Library clubs are both service and personal improvement organizations. They should include in their membership all regular student assistants and any other student who can profit from participating in club activities and is capable of giving service to the library. Members of such clubs should be given the same recognition and awards as are given to students belonging to other service clubs. Some library clubs make library student assistants honorary members with full privileges, but require a minimum of five hours of service and dues from other members.

Suggested Activities or Projects for Library Clubs

1. Book bazaars or fairs.
2. Sponsoring lectures or book reviews by authors, public librarians or other resource persons.
3. Dramatizations of parts of books, presentation of skits with books or reading as themes, or book reviews, etc., at school assembly programs. Such projects are especially appropriate during Book Week.
4. Demonstration of library services such as processing a new book, arranging an attractive book display, or making a library poster.
5. Showing film about books and reading.
6. Field trips to different types of libraries, to bookstores, or to historic sites or other sites with literary connotations.
7. Informal social affairs for club members, or members and their guests.

State Organizations

Local clubs may belong to the state organization, MONTANA STUDENT LIBRARIANS, by sending dues to the treasurer. The name of the current treasurer may be obtained from a state advisor. State advisors include:

1. Director of Library Science Program, School of Education, Montana State University, Missoula, Montana
2. Professor of Library Science, Library Department, Montana State College, Bozeman, Montana
3. Librarian, Montana State Library Commission, South Avenue and Middlesex, Missoula, Montana

Officers of the state organization are elected annually and include president, vice president, secretary, treasurer and historian.

Regional Organizations

Regional organizations of library clubs within the state are similar to the state organization. They serve a geographical area to permit more frequent meetings.

XIV. TEACHING THE USE OF THE LIBRARY

Responsibility of Teacher and Librarian

Instruction in the use of the library is essential. **Standards for Accreditation of Montana High Schools** require that such instruction be provided by the library staff. The **Study Guide in English, Grades 9-12**, recommends specific skills to be taught at each grade level, nine through twelve. In elementary schools, such instruction is generally given by the classroom teacher with the cooperation of the librarian. The "Montana Language Arts Guide, Grades 1-8" and the supplementary "Montana Program for Developmental Reading, Grades 1-8" include teaching suggestions for the development of pupil interest and abilities in the use of the library. In all cases, the program for instruction in the use of the library requires cooperation between teachers and librarians.

Goals To Be Achieved

1. Before a student leaves the ninth grade, he should have learned:
 - a. To identify the printed parts of a book, including at least the title page, table of contents, body and index.
 - b. To distinguish between fiction and non-fiction and to know the main divisions of the Dewey Decimal Classification system.
 - c. To find a book on the shelves by use of the card catalog.
 - d. To use simple reference books.
 - e. To use the **Abridged Readers' Guide to Periodical Literature** and periodicals listed therein.
 - f. To use other library materials.
 - g. To practice good library citizenship.
2. In addition to the library skills listed above, high school students in grades ten through twelve should acquire further knowledge of:
 - a. The card catalog.
 - b. The Dewey Decimal Classification system.
 - c. Reference materials and their use.
 - d. The **Readers' Guide to Periodical Literature** or the **Abridged Readers' Guide**.
 - e. Other library materials.

XV. LIBRARY REPORTS

Statistical Report to Superintendent of Public Instruction

Section 75-3202, Revised Codes of Montana, 1947, stipulates that boards of trustees shall report annually to the county superintendent all library statistics required by the Superintendent of Public Instruction. Such statistics are those called for on the annual elementary and high school accreditation report forms.

Librarian's Reports to the School Administrator

Additional statistical information, supplemented by a narrative account of library activities and conditions, may be required of the librarian by the school administrator. Librarians should welcome the opportunity to make such reports, together with recommendations for improved services. Reports should be brief, interestingly presented, and organized in such a way as to clearly show the value of the library program to the school curriculum. Reports should be made at regular intervals.

List of Periodicals

Standards for Accreditation of Montana High Schools require that a list of all periodicals provided by high school libraries be submitted with the annual report to the Department of Public Instruction.

APPENDIX A

BASIC PROFESSIONAL AIDS FOR SCHOOL LIBRARIES

STANDARDS

- Standards for Accreditation of Montana Elementary Schools.** Revised edition. Helena: State Department of Public Instruction, 1961.
- Standards for Accreditation of Montana High Schools.** Helena: State Department of Public Instruction, 1960.
- Standards for School Library Programs.** Chicago: American Library Association, 1960.

GENERAL MANUALS

- Douglas, Mary Peacock. **The pupil assistant in the school library.** Chicago: American Library Association, 1957.
- Douglas, Mary Peacock. **Teacher-Librarian's Handbook.** Chicago: American Library Association, 1949.
- Fargo, Lucile F. **The library in the school.** Chicago: American Library Association, 1947.
- Gardiner, Jewel. **Administering Library Service in the Elementary Schools.** Second edition. Chicago: American Library Association, 1954.
- Wofford, Azile. **The School Library at Work.** New York: H. W. Wilson, 1949.

CATALOGING AIDS

- Dewey Decimal Classification and Relative Index.** Seventh edition (abridged). Lake Placid Club, 1953. (Order from H. W. Wilson)
- Frick, Bertha. **Sear's List of Subject Headings.** Seventh edition. New York: H. W. Wilson, 1954.
- Johnson, Margaret and Cooke, Margaret. **Manual of Cataloging and Classification for Small School and Public Libraries.** New York: H. W. Wilson, 1950.

BOOK SELECTION AIDS

- Basic Book Collection for Elementary Grades.** Latest edition. Chicago: American Library Association.
- Basic Book Collection for High Schools.** Latest edition. Chicago: American Library Association.
- Basic Book Collection for Junior High Schools.** Latest edition. Chicago: American Library Association.
- Booklist and Subscription Books Bulletin.** Issued bi-monthly except monthly in August. Chicago: American Library Association.
- Children's Catalog.** Latest edition. New York: H. W. Wilson.
- Standard Catalog for High School Libraries.** Latest edition. New York: H. W. Wilson.
- State Library Commission. **Selected publications.** Missoula: Montana State Library Commission.

AUDIO-VISUAL SELECTION AIDS

"Aids for Selection of Audio-Visual Materials and Equipment", **Basic Book Collection for High Schools.**
Chicago: American Library Association, 1957. pp. 135-6.

Educational Film Guide. Latest edition. New York: H. W. Wilson.

Filmstrip Guide. Latest edition. New York: H. W. Wilson.

Montana Educational Film Directory. Latest edition. (Inquire State Department of Public Instruction,
Helena, Montana.)

PERIODICAL INDEX

Readers' Guide to Periodical Literature. New York: H. W. Wilson.

Also: **Abridged Readers' Guide.** New York: H. W. Wilson.

PROFESSIONAL MAGAZINES

Junior Libraries. New York: R. R. Bowker. Monthly September through May.

Wilson Library Bulletin. New York: H. W. Wilson. Monthly except July and August.

Addresses of Publishers of Above-listed References:

American Library Association
50 East Huron Street
Chicago 11, Illinois

Montana State Library Commission
South Avenue and Middlesex
Missoula, Montana

R. R. Bowker Company
62 West 45th Street
New York 19, New York

H. W. Wilson Company
950 University Avenue
New York 52, New York

APPENDIX B—SAMPLE CARDS

Call No.	Your name
Author
Title
Publisher	Copyright Date..... Price..... Ed.....
Source of recommendation
Notes
Subject headings
Wilson cards* Yes	No.....

1. One type of order card

915.93
Landon, Margaret
Anna and the King of Siam; illus by Margaret
Ayer Day 1944
391p illus map

2. Main entry card for a non-fiction book.

The author's name is typed on the card four spaces down from the top edge, beginning 8 spaces in from the left edge at what is known as the first indentation. The title is typed on the next line beginning 13 spaces in from the left edge at what is known as the second indentation. In case of joint authorship the first name given on the title page appears in author place on the card.

915.93 Anna and the King of Siam
 Landon, Margaret
 Anna and the King of Siam; illus by Margaret
 Ayer Day 1944
 391p illus map

3. Title card for a non-fiction book.

It is identical to the main entry with the addition of the title above the author's name at the second indention.

915.93 THAILAND—SOCIAL LIFE AND CUSTOMS
 Landon, Margaret
 Anna and the King of Siam; illus by Margaret
 Ayer Day 1944
 391p illus map

4. Subject card for a non-fiction book.

Subject cards are identical to the main entry with the addition of the subject heading in capital letters above the name at the second indention.

920
 A Andrews, Roy Chapman
 Beyond Adventure; the lives of three explor-
 ers Little 1954

5. Main entry card for a collective biography.

Collective biographies are classified by the number 920 followed, on the line below, by the first letter of the surname of the author of the book.

921
 J Chute, Marchette Gaylord
 Ben Jonson of Westminster Dutton 1953
 380p illus

6. Main entry card for an individual biography.

Individual biographies are classified either by the letter 920 or 92, or by the letter B, followed, on the line below, by the first letter of the surname of the person written about.

R
920

Who's Who in America Chicago Marquis

7. Main entry card for a book of reference.

The classification numbers for reference volumes should be preceded by the letter R placed on the line above.

Barrie, Sir James Matthew
Little Minister Scribner 1921
510p illus

8. Main entry card for a book of fiction.

Note there is no classification number.

SC

Daly, Maureen, ed.
My favorite stories; selected and ed. by
Maureen Daly Dodd 1948
241p illus

9. Main entry card for a short story collection.

Short story collections may be designated by the letters SC.

RE821

Miller, Alice Duer
The White Cliffs of Dover; Lynn Fontanne,
reader. Victor, DM 775-1 n.d.
3 records. 6 sides. 10". 78 r.p.m.

10. One type of audio-visual main entry card.

The RE in the call number indicates that this is a card for a recording.

Tracings →	915.93 Landon, Margaret Anna and the King of Siam; illus. by Margaret Ayer Day 1944					
Date Purchased →	(1) Leonowens, Anna (2) Mongkut, King of Siam (3) Thailand—Social Life and Customs					
	5/1/59 Copy 1 \$500 J. K. Gill 2/2/60 Copy 2 gift					← Source

11. Shelf-list card for a book.

R821 Miller, Alice Duer The White Cliffs of Dover; Lynn Fontanne, reader. Victor, DM 775-1 n.d. 3 records. 6 sides. 10". 78 r.p.m. RCA Victor Division 9/30/59 \$3.00
--

12. Shelf-list card for audio-visual material.

No additional cards made other than title card and hence no tracing.

Inventory	Date. _____			
	No.	No. Added	Lost or Disc.	Total
Reference books				
000 Gen Work				
100 Philosophy				
200 Religion				
300 Sociology				
400 Languages				
500 Science				
600 Useful Arts				
700 Fine Arts				
800 Literature				
900 History				
920 Biography				

13. Inventory card for classified books.

APPENDIX C

SAMPLE REGULATIONS FOR LOAN DESK PROCEDURES TO BE FOLLOWED BY STUDENT ASSISTANTS

This sample set of regulations for the use of student assistants in a small high school library deals with the duties of the assistants in checking materials in and out at the loan desk, filing cards, and recording circulation statistics. **These regulations are illustrative only.** Details such as term of loan period, fines, order of procedures, etc., should not be considered as recommended standards. Policies with regard to such details should be developed for each school library after consideration of the size of the collection, type of use made of the library, the preferences of librarian and teachers, and similar items.

Procedures for Lending Books

1. Checking out
 - a. Have the borrower remove the book card from the book pocket and write his own name on the card.
 - b. Stamp the book card and the date-due slip with the date the book is due. If the librarian has indicated that the book should be loaned for other than the regular two-week period, pencil date due on the book card and pocket.
 - c. Place the book card in front of the charging tray.
2. Checking in
 - a. Note the last date on the date-due slip of each returned book. If the book is overdue, collect the fine. (Charge is one cent per day for two-week books; five cents per day for short-time or overnight loans. No fine is collected for days school is closed.)
 - b. If the fine cannot be collected immediately, make a record in the "Unpaid-fines notebook" giving name of pupil, brief title of book, date due, date returned and fine owed.
 - c. In case the book has suffered major damage while out on loan, immediately call the damage to the attention of the librarian.
 - d. Find the book card that has identical author, title and copy number as the book, behind the proper date in the charging tray and put it into the book pocket.
 - e. Examine the book quickly for loose pages, mutilation, etc. If it is in poor repair set it aside for examination by the librarian. Otherwise put it with the other books to be shelved.

Procedures for Lending Periodicals

Back issues of periodicals may be checked out when the current issue arrives.

1. Checking out
 - a. Write the name of the periodical and the periodical issue on a book card.
 - b. Have the borrower write his name on the card and pencil the date due on it and on the periodical cover. (Periodicals are loaned for seven days unless the librarian indicates otherwise.)
2. Checking in
 - a. Collect fine if any is due. (Fines for periodicals are the same as those for books.)
 - b. Destroy the check-out card and return the periodical to the stacks.

Procedures for Lending Vertical File Material

1. Checking out
 - a. Write the subject and number of pieces loaned on a regular book card.
 - b. Have the borrower sign the card and pencil on it the date due. (All vertical file material is loaned for three days unless the librarian indicates otherwise.)

- c. Place the material being checked out in an envelope (stock kept at the desk with date slips attached) and pencil date due on the date slip.
2. Checking in
 - a. Count items returned to be sure number agrees with that penciled on the check-out card. If material is missing, consult librarian. (Fines for over-due vertical file material are one cent a day per envelope.)
 - b. Destroy card and return material to vertical file.

Procedures for Lending Other Special Collections

1. Books from the reference collection
 - a. When the librarian indicates that a reference book may be checked out for overnight use, make a temporary card following the form of a regular book card and then proceed as for short-term book loans.
 - b. Destroy the temporary card when the book is returned.
2. Reserve book collection
 - a. When a teacher's "reserve" request list is received from the librarian, take from the shelves all books listed. (If a teacher leaves a "reserve" request list at the desk, the assistant should first give the list to the librarian.)
 - b. Take out all regular book cards, make special **yellow** "reserve" cards identical **in form** with the regular book cards and place them in the book pockets. Shelf the books on the reserve shelves behind the loan desk.
 - c. Note the "reserve" on the regular book cards and place them in the charging tray behind a guide card bearing the teacher's name.
 - d. When a book is taken for overnight use or for one-period check-out, treat it as a short-term loan book.
3. Classroom collections
 - a. Take out the book cards, write the teacher's name on them and put them in front of the charging tray with a rubber band around them to keep them together.
 - b. On yellow stock, make out for each book temporary book cards identical in form with the regular book cards, and place the temporary book cards in book pockets for classroom check-outs.
4. Audio-visual materials
 - a. In each case consult the librarian as to length of loan period.
 - b. Follow the same procedure for checking out and in as for books.

Filing and Circulation Record

1. Before the library is closed for the day, count cards collected during the day in front of the charging tray and record figures on daily circulation record slips.
2. Arrange fiction cards for two-week books alphabetically by author, non-fiction by classification number. File in the charging tray behind appropriate date-due guide card.
3. Group cards for two-week non-book materials and file ahead of cards for books.
4. Interfile cards for short-term loan materials with those for regular-term loan materials behind the appropriate date-due guide. Keep cards for overnight books together and file ahead of all other cards.
5. Keep cards from books issued to a teacher for classroom use together and file behind a guide card which bears the teacher's name.

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